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ABSTRACT

This report provides one school district's program for evaluating teachers. The report (1) discusses the philosophy behind the evaluation program, (2) outlines the procedures to be followed, (3) defines the roles of the participants, (4) describes the goals and objectives of the school district, and (5) provides sample instruments used in the teacher evaluation process. (Page 43 removed due to copyright material.) (JF)

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JOB IMPROVEMENT

by

OBJECTIVES

WESTSIDE COMMUNITY SCHOOLS
SCHOOL DISTRICT 66
Omaha, Nebraska

EA 004 242

PREFACE

The most important aspect of the Improvement of Instruction is the improvement of the professional staff members who direct the instruction. The background and education of our staff must continuously be enriched by the constant improvement of each staff member. This includes classroom teachers, team leaders, chairmen and all administrators.

Job Improvement by Objectives can be a positive procedure for helping each staff member to constantly upgrade the quality of his or her performance. By establishing commonly arrived at goals and objectives which are totally planned by the evaluator and the evaluatee, a common goal can be developed for an evaluation.

We believe that all staff members must understand the philosophy of evaluation as a tool for the improvement of instruction before they can and will proceed with positive attitudes and desirable performance results. It is important, in fact vital, that each person should understand that the primary focus will be on helping the individual to become the very best professional person that he can become. Each person needs to know that supervision cares about them being successful in their job performance and supervision is based upon improvement of instruction and not upon a program to stereotype or detract from the teacher's own style or individuality.

The establishment of common goals and objectives must be compatible with the goals and objectives of the school district, and have a supporting source for its development. Students, teachers and administrators have been involved in the development of our performance objectives program. After the first year of use, the procedures will be revised based upon our first full year of experience and your recommendations for improvement. We anticipate and expect that each staff member's involvement and contribution will make a valuable sustaining effort in the improvement of the Supervision and Evaluation Program in our school district with a common goal of improving the educational benefits to the students of School District #66.

H. Vaughn Phelps
Superintendent

1971

JOB IMPROVEMENT BY OBJECTIVES

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I. Philosophy of Supervision and Evaluation
School District #66

We believe

"that supervision and evaluation are key elements in the improvement of instruction.

"that professional staff members can and should improve their job performance.

"that successful job performance is a joint achievement between evaluatee and evaluator.

"that supervision and evaluation for improvement of instruction and the determination of category placement, while related, should be treated as separate functions."

The rationale* for supervision and evaluation are to:

(a) Clarify duties and responsibilities

(b) Improve job performance

(c) Promote professional growth

(d) Facilitate better communication

(e) Foster job satisfaction

(f) Facilitate an awareness of the expectations of the administrator and/or supervisor

(g) Facilitate establishment of pertinent job targets or objectives

*This rationale was adapted from Redfern, p. 49.

II. Definition of Terms

Behavioral Objectives - goals stated in measurable observable performance term

Job Targets - job improvement goals mutually agreed upon by evaluator and evaluatee stated as behavioral objectives

Expectations Profile - an instrument used to describe an effective teacher in District 66

Data Collection - gathering of specific information to be used in measuring attainment of objectives

Monitoring Devices - any instruments or procedures used in data collection

Unit - organizational grouping within the school district. This could be by subject area department, building, grade levels, teaching teams, etc.

Evaluation - procedure of determing degree to which individual, unit and district objectives have been met for the improvement of instruction

Evaluator - person who determines if or to what degree job targets have been achieved

Evaluatee - person observed to see if he has achieved his set job targets

Supervision - the act of giving direction and sharing responsibilities with other individuals in aiding them to reach job targets and over-all district philosophy and objectives

Category - grouping of teachers by length of contract and responsibilites

New Staff - teachers new to the district

III. Improvement of Instruction Procedures

A. Frequency of conferencing for job targets

1. New Staff - Conferences by the end of the first week of school year using Expectations Profile as a guide.

   Confer before the end of first semester to evaluate progress related to Expectations Profile and set job targets.

   Confer at least once to check on progress of job targets.

   Conference in late spring for final evaluation based on Expectations Profile, as well as job targets Set up job targets for next year.

2. Experienced Staff - Before job targets are written, staff should be familiar with the procedures for improvement of instruction. Cooperatively created job targets and time table for completion to be established by the end of the first quarter. A minimum of one meeting between evaluator and evaluatee to determine progress of targets. Job targets may be revised at any time.

   Final conference will be held to evaluate each job target.

B. Staff Involvement - Cooperatively involved in the planning, implementation and evaluation of the improvement of instuction.

   Teachers may be involved in the process of data collection for the improvement of instruction of peers and supervisors.

C. Student Involvement - Students should be aware of teacher's job targets that directly affect the students. At the discretion of the evaluatee and evaluator, students should become involved as collectors of data for the improvement of instruction.

D. Number of Job Targets

1. Minimum of one, cooperatively agreed upon between evaluator and evaluatee.

2. Maximum number to be cooperatively determined by evaluator and evaluatee.

E. Guide Lines for Job Targets

1. Cooperative Performance Evaluation Form for the Improvement of Instruction* will be the form used.

2. Job targets must be expressed in behavioral terms.

*See appendix for copy of this form and two additional forms re: Redfern.

F. Sample of Instruments

1. Monitoring Devices

   a. IOTA*

   b. Interaction Analysis*

   c. Other devices mutually agreed upon by evaluator and evaluatee

2. Other Tools for Establishment and Writing of Job Targets

   a. 33 Roles*

   b. 40 Indicators of Quality*

   c. Expectations Profile For District 66*

   d. N.S.E.A. Self-Appraisal*

   e. Teacher Evaluation Report*

   f. Other devices mutually agreed upon by evaluator and evaluatee

*See appendix for sample copy

IV. Orientation of New Staff

Early in the school year, each principal will review and discuss the contents of the Job Improvement by Objectives with his new staff.

V. Goals and Objectives

A. District

Goals set by Board of Education*

B. Unit

Goals set by unit. More specific and detailed than District goals but not conflicting.

C. Individual staff members

Goals set by individual staff member. More specific and detailed than District and unit goals but not conflicting.

*See appendix

SCHOOL DISTRICT 66

COOPERATIVE PERFORMANCE EVALUATION FORM FOR THE
IMPROVEMENT OF INSTRUCTION

Name_____ School Year_____

Assignment_____ Classification_____

Unit or School_____

Evaluation (Start) Date_____

Evaluator's Name_____
Signed

Evaluatee's Name_____
Signed

PERFORMANCE OBJECTIVES

Date of Entry	JOB TARGETS

PERFORMANCE RECORDS

Date of Entry	MEASURABLE AND OBSERVATIONAL DATA

EVALUATEE'S VIEW

EVALUATOR'S VIEW

AASA

Performance Objective Work Sheet

Directions:

This worksheet is designed to facilitate the formation of performance objectives. It is primarily a working form for the evaluatee, but is also useful to the evaluator in conferring with and coaching the evaluatee.

Performance Responsibility (area: e.g., instruction, management, pupil relations, parent relations, inservice, etc.)

Performance Objective (specific target: write in behavioral terms including an action verb specifying observable performance, conditions under which individual is to perform, and standard indicating level of performance expected)

Plan of Action (sequential steps that will be taken to achieve objective)

AASA

Performance Objective Work Sheet, continued

Assessment (general statement indicating way(s) evaluatee hopes to estimate extent of accomplishment)

Evaluation (evaluatee's actual estimate of accomplishment--to be completed at end of time span covered by arget fulfillment)

Signatures:

Evaluatee: _____ Date: _____

Evaluator: _____ Date: _____

AASA

Conference Work Sheet

Directions:

This worksheet is designed to facilitate interim conferring and coaching sessions between evaluatees and evaluators as they discuss ways and means to move toward performance objectives fulfillment.

Performance Objectives (list specific objectives—targets)

Estimates of Progress in Fulfillment of Objectives (How much progress has been made toward accomplishment? What obstacles have been encountered? What alternative courses of action are called for?)

AASA

Conference Work Sheet, continued

Modifications in Objectives (Should any objectives be modified? Any dropped? And added?)

Commitments of Parties (Are there any new commitments required of either evaluatee or evaluator? If so, what?)

SIGNATURES:

Evaluatee:_____ Date:_____

Evaluator:_____ Date:_____

A SUMMARY OF THE TOP LEVELS OF PERFORMANCE

A. OBSERVATION SCALES

1. The teacher involves students in planning and arranging stimulating centers of interest related to current learning activities.

2. The teacher shows evidence of abundant and varied activities and projects for all children.

3. The teacher makes effective use of a wide variety of well-selected instructional materials.

4. The teacher encourages an atmosphere of industrious self-regulation which is generally maintained.

5. The teacher assists individuals and groups to resolve learning difficulties.

6. The teacher recognizes and deals with each student according to his needs, aptitude, talents, and learning style.

7. The teacher develops goals with class and plans cooperatively for their attainment.

8. The teacher provides abundant and varied opportunities for individual and group expression in discussion and other activities.

9. The teacher provides experiences to encourage students to explore differing points of view in order to develop value judgments.

10. The teacher provides challenge and opportunity for both individual and group creativity.

11. The teacher utilizes activities to encourage and develop student initiative in a wide variety of ways.

12. The teacher provides an environment which results in cooperation and mutual respect among all students.

13. The teacher demonstrates a thorough command of the subject matter and a wealth of general knowledge.

14. The teacher evidences skill in relating subject matter to its current application by providing opportunities for utilization.

A SUMMARY OF THE TOP LEVELS OF PERFORMANCE (Cont.)

B. INTERVIEW SCALES

15. The teacher implements well planned, constructive action based upon a thorough understanding of peer relationships.

16. The teacher assumes leadership ably and willingly with excellent rapport.

17. The teacher demonstrates ability and willingness to adjust his program to school program.

18. The teacher secures the active participation of most parents in numerous school activities.

19. The teacher uses a variety of community resources systematically, relating them skillfully to educational objectives.

20. The teacher reports at meetings or in the literature on innovative practices he has developed and tested.

21. The teacher utilizes a planned program for professional self-evaluation.

22. The teacher contributes to the definition and solution of community problems relating to education.

23. The teacher provides a variety of appropriate multi-cultural information, experiences, and materials on a regular basis.

24. The teacher adjusts each student's program periodically based upon evaluation data.

25. The teacher assists and encourages each student to appraise his own progress and suggests means of self-improvement.

26. The teacher works effectively with all specialized services to improve educational opportunities for all students.

27. The teacher stimulates all students to explore vocational opportunities through planned group and individual activities.

INTERACTION ANALYSIS AS A FEEDBACK SYSTEM

The social forces at work in the classroom are so complex that it looks on the surface as if any attempt to analyze them would be extremely difficult. The teacher's interaction with children, which is a portion of the total social process, seems almost as difficult to identify. Nevertheless, teacher-pupil contacts have been classified into specifically defined behavioral acts by various researchers who have studied teacher behavior.

The Flanders system, which is the system of interaction analysis described in this manual, is concerned with verbal behavior only, primarily because it can be observed with higher reliability than can non-verbal behavior. The assumption is made that the verbal behavior of an individual is an adequate sample of his total behavior.

Description of Categories

In the Flanders system of interaction analysis observation all teacher statements are classified first as either indirect or direct. This classification gives central attention to the amount of freedom the teacher grants to the student. In a given situation, therefore, a teachers has a choice. He can be direct, minimizing the freedom of the student to respond, or he can be indirect, maximizing the freedom of the student to respond. His choice, conscious or unconscious, depends upon many factors, among which are his perceptions of the classroom interaction and the goals of the particular learning situation.

In order to make total behavior or total interaction in the classroom meaningful, the Flanders system also provides for the categorizing of student talk. A third major section, that of silence of confusion, is included in order

to account for the time spent in behavior other than that which can be classified as either teacher or student talk.

All statements that occur in the classroom, then, are categorized in one of three major sections: (1) teacher talk, (2) student talk, and a separate category, (3) silence, confusion, or anything other than teacher or student talk.

The larger sections of teacher and student verbal behavior are subdivided in order to make the total pattern of teacher-pupil interaction more meaningful. The two subdivisions for teacher verbal behavior, indirect and direct teacher talk, are further divided into smaller categories. Indirect influence consists of four observation categories: (1) accepting feeling, (2) praising or encouraging, (3) accepting ideas, and (4) asking questions. Direct influence is divided into three categories: (5) lecturing, (6) giving directions, and (7) criticizing or justifying authority. Student talk is divided into only two categories: (8) responding to teacher, and (9) initiating talk. All categories are mutually exclusive; yet together they are totally inclusive of all verbal interaction occurring in the classroom.

Indirect Teacher Behavior

Category 1, Acceptance of Feeling. The teacher accepts feelings when he says he understands how the children feel, that they have the right to have these feelings, and that he will not punish the children for their feelings. These kinds of statements often communicate to children both acceptance and clarification of their feeling.

Also included in this category are statements that recall past feeling, refer to enjoyable or uncomfortable feelings that are present, or predict happy or sad events that will occur in the future.

In our society people often react to expressions of negative feelings by offering negative feelings in return. Acceptance of these emotions in the classroom is quite rare, probably because teachers find it difficult to accept negative emotional behavior. However, it may be just as difficult for them to accept positive feelings. Feelings expressed by students may also be ignored by the teacher if he considers the classroom to be a place where people are concerned primarily with ideas rather than feelings.

Category 2, Praise or Encouragement. Included in this category are jokes that release tension, but not those that threaten students or are made at the expense if individual students. Often praise is a single word: "Good," "Fine," or "Right." Sometimes the teacher simply says, "I like what you are doing." Encouragement is slightly different and includes such statements as: "Continue," "Go ahead with what you are saying," "Uh huh; go on; tell us more about your idea." Praise may also be given in the form of repetition of a student's answer when this repetition communicates to the child that his answer is correct.

Category 3, Accepting Ideas. This category is quite similar to Category 1; however, it includes only acceptance of student ideas, not acceptance of expressed emotion. When a student makes a suggestion, the teacher may paraphrase the student's statement, restate the idea more simply, or summarize what the student has said. The teacher may also say, "Well, that's an interesting point of view. I see what you mean." Statements belonging in Category 3 are particularly difficult to recognize; often the teacher will shift from using the student's idea to stating the teacher's own idea. When a teacher repeats a student's idea, indicating that the student's idea is one that should be considered rather than that it is the correct answer, record a 3.

Statements belonging in Category 3 can be identified by asking the question, "Is the idea that the teacher is now stating the student's or is it the

teacher's?" If it is the student's idea, then this category is used; if it is the teacher's, another category must be employed.

Category 4, Asking Questions. This category includes only questions to which the teacher expects an answer from the pupils. If a teacher asks a question and then follows it immediately with a statement of opinion, or if he begins lecturing, obviously the question was not meant to be answered. A rhetorical question is not categorized as a question. An example of another kind of question that should not be classified in Category 4 is the following: "What in the world do you think you are doing out of your seat, John?" With proper intonation the question is designed to get John back in his seat; if such is the case, it must be categorized as criticism of the student's behavior (Category 7).

Questions that are meant to be answered are of several kinds. There are questions that are direct in the sense that there is a right or wrong answer. The question "What are 2 and 2?" is one that limits the freedom of the student to some extent. Although he can refuse to answer, give the wrong answer, or make a statement of another kind, in general this kind of question focuses the student's answer more than does a question such as, "What do you think we ought to do now?" Questions, then, can be either narrow and restrict the student in his answer, or they can be very broad and give the student a great deal of freedom in answering. All questions, however broad or narrow, which require answers, and are not commands or criticism, fall into Category 4.

Direct Teacher Behavior

Category 5, Lecture. Lecture is the form of verbal behavior used to give information, facts, opinions, ideas, or orientation to children. The presentation of material may be used to introduce, review, or focus the attention of the

class on an important topic. Usually information in the form of lecture is given in fairly extended time periods, but it may be interspersed with children's comments, questions, and encouraging praise.

Whenever the teacher is explaining, discussing, giving opinion, or giving facts or information, Category 5 is used. When the teacher is orienting the class to a topic or explaining the procedure that the class will follow, this is also classified in Category 5. These statements are often referred to as procedural 5's. Rhetorical questions are also included in this category. Category 5 is the one most frequently used in classroom observation.

Category 6, Giving Directions. The decision about whether or not to classify the statement as a direction or command must be based on the degree of freedom that the student has in response to teacher direction. When the teacher says, "Will all of you stand up and stretch?" he is obviously giving a direction. If he says, "John, go to the board and write your name," he is giving a direction or command. When he says, "John, I want you to tell me what you have done with your reader," he is still giving a direction. This category is used only when the student's compliance would take the form of an observable act.

Category 7, Criticizing or Justifying Authority. A statement of criticism is one that is designed to change student behavior from non-acceptable to acceptable. The teacher is saying, in effect, "I don't like what you are doing. Do something else." Another group of statements included in this catagory are those that might be called statements of defense or self-justification. These statements are particularly difficult to detect when a teacher appears to be explaining a lesson or the reasons for doing a lesson to the class. If the teacher is explaining himself or his authority, defending himself against the student, or justifying himself, the statement falls in this category.

Other kinds of statements that fall in this category are those of extreme self-reference or those in which the teacher is constantly asking the children to do something as a special favor to the teacher.

Categories 1 through 4, those of indirect teacher influence, and Categories 5 through 7, those of direct teacher influence, have been described. They are all categories of teacher talk. Whenever the teacher is talking, the statements must be categorized in one of the first seven categories. If the observer decides that with a given statement the teacher is restricting the freedom of children, the statement is tallied in Categories 5, 6, or 7. If, on the other hand, the observer decides that the teacher is expanding freedom of children, the category used is either 1, 2, 3, or 4.

There are three additional categories for use in classroom interaction:

Category 8, Student Talk - Response. This category is used when the teacher has initiated the contact or has solicited student statements, when the student answers a narrow question asked by the teacher, or when he responds verbally to a direction the teacher has given. Anything that the student says that is clearly in response to initiation by the teacher belongs in Category 8.

Category 9, Student Talk - Initiation. In general, if the student raises his hand to make a statement or to ask a question when he has not been prompted to do so by the teacher, the appropriate category is then 9.

Distinguishing between Categories 8 and 9 is often difficult. Predicting the general kind of answer that the student will give in response to a question from the teacher is important in making this distinction. If the answer is one that is of a type predicted by the observer (as well as the teacher and class), then the statement comes under Category 8. When in response to a teacher-question the student gives an answer different from that which is expected for that

particular question, then the statement is categorized as a 9. Statements in response to broad teacher questions, which give the student an opportunity to express his own opinion or his own ideas on the topic, are classified as 9's. In general, a broad teacher question is a clue that the answer is a 9.

Category 10, Silence or Confusion. This category includes anything not included in the other categories. Periods of confusion in communication, when it is difficult to determine who is talking, are classified in this category.

A summary of these categories, with brief definitions for use of the observer, follows.

SUMMARY OF

CATEGORIES FOR INTERACTION ANALYSIS

TEACHER TALK	INDIRECT INFLUENCE	1. * ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included. 2. * PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hm?" or "go on" are included. 3. * ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to Category 5. 4. * ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. * LECTURING: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions. 6. * GIVING DIRECTIONS: directions, commands, or orders with which a student is expected to comply. 7. * CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
STUDENT TALK		8. * STUDENT TALK - RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. * STUDENT TALK - INITIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. * SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

* There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate--not to judge a position on a scale.

ROLE NO. 1: ADAPTING COMMUNICATION FOR BETTER UNDERSTANDING

TEACHER

Changes the language of question and comment to make sure each pupil understands rather than repeating in the same words even when pupils don't comprehend.

PUPILS

Rephrase questions or statements when aware that either the teacher or other pupils are uncertain of meaning.

ROLE NO. 2: GETTING INVOLVED IN ACTIVITY

PUPILS

Are eager, prompt, willing, show initiative and make contributions voluntarily, rather than remain apathetic, reluctant, isolated or slow in response.

TEACHER

Introduces an activity with enthusiasm, offering examples of student roles and inviting student suggestions.

ROLE NO. 3: USING A VARIETY OF RESOURCES AND TASKS

TEACHER

Suggests a variety of tasks and resources to meet individual requirements of pupils rather than sticking to a single course of study, or book for everybody.

PUPILS

Are skillful at using a variety of resources and participating in different kinds of tasks rather than day dreaming or remaining isolated because a single activity in progress is not challenging.

ROLE NO. 4: INDIVIDUAL COMMUNICATION

TEACHER

Communicates quietly and individually as may be needed with pupils singly or in small groups without interrupting others rather than talking aloud at all times.

PUPILS

Communicate with each other and are free to seek assistance among their group mates rather than depending upon the teacher to supervise all communication.

ROLE NO. 5: SHARING LEADERSHIP

TEACHER

Is a member of the group sharing leadership role with pupils rather than being a director or superior who sets all goals and procedures.

PUPILS

Have opportunity for leadership at all times rather than depending solely upon the directions of the teacher.

ROLE NO. 6: MEETING THE OTHER PERSON ON HIS TERMS

PUPILS

Share a feeling of internal interdependency and cohesiveness that characterizes the group personality rather than exhibit extreme competition and intra group factionalism.

TEACHER

Is like one of the pupils in terms of speech, action, and manner rather than being aloof, superior, or withdrawn.

ROLE NO. 7: MUTUAL RESPECT

PUPILS

Are pleasant, courteous and respectful toward each other and toward the teacher rather than being contentious, noisy, rude or making fun of each other.

TEACHER

Maintains atmosphere of respect and relaxed pleasantness toward others as evidenced by commending, accepting, helping rather than rejecting, ignoring, insulting or shouting.

ROLE NO. 8: COOPERATION IN GROUPS

PUPILS

Have developed skill in working together on problems of various kinds rather than preferring self-centered isolation at all times.

TEACHER

Maintains as a principal objective to cultivate and facilitate social skills, cooperation, idea exchange, and shared problem solving among pupils rather than requiring pupils to work in isolation with subject matter mastery the sole objective.

ROLE NO. 9: SHARED DECISION-MAKING

TEACHER

Encourages pupils to participate in decisions regarding what the group is going to do rather than squelching attempts by pupils to participate in decisions.

PUPILS

Are skillful in sharing decisions on a proposed activity rather than always waiting to be told by the teacher what to do.

ROLE NO. 10: GROUP CONSENSUS

TEACHER

Encourages full participation of the members of the class in arriving at group decisions rather than forcing the opinions of a few of the class upon all.

PUPILS

Share in the rule or mechanisms for arriving at group decisions rather than submitting to the force of the teacher's opinion.

ROLE NO. 11: ACCEPTANCE OF GROUP GOALS

PUPILS

Accept goals established by the group rather than submit to factionalism that divides the efforts and purposes of the group.

TEACHER

Accepts alternative objectives proposed by pupils rather than insisting upon a pre-planned program.

ROLE NO. 12: GROUP EVALUATION

PUPILS

Share in evaluation of group attainments rather than having evaluation a sole prerogative of the teacher.

TEACHER

Encourages pupil assistance in the evaluation of group activities rather than ignoring or rejecting attempts by pupils to participate in evaluation of a group activity.

ROLE NO. 13: CONFLICT RESOLUTION

PUPILS

Resolve conflict themselves within the group whenever it arises instead of depending upon the teacher to police individual discipline.

TEACHER

Permits pupils the oppotunity to resolve conflict and in such instances waits for class reaction before acting rather than stepping in immediately to police all difficulties.

ROLE NO. 14: MUTUAL CONTRIBUTION OF TEACHER AND PUPILS

TEACHER

Is a resource person helper always available to individuals and groups of pupils whose needs and requests determine largely what the teacher does rather than remaining at the front of the class all the time with no contact with individual pupils.

PUPILS

Contribute to the direction and content of the lesson and have the opportunity to lead and initiate change rather than remaining passive recipients whose presence does not result in modification of what takes place.

ROLE NO. 15: FLEXIBLE TIMING OF LEARNING EXPERIENCES

TEACHER

Organize time in such a way that those who need more of it to master a concept or skill may have it, while others have the opportunity for enrichment instead of scheduling everything, the easy as well as the difficult, in periods of standard length.

PUPILS

Take advantage of special times for consultation, doing independent work, or using special facilities of the school rather than wasting unscheduled parts of the day.

ROLE NO. 16: QUESTION AND ANSWER TECHNIQUE

TEACHER

Uses open ended questions rather than questions with a "right" answer.

PUPILS

Are skillful in responding to open ended questions rather than attempting to anticipate the "correct" answer that the teacher has in mind.

ROLE NO. 17: SPECULATING

TEACHER

Offers much opportunity for speculating, guessing, supposing, hypothesizing, forcasting results with and without evidence rather than handing out correct answers in order to save time.

ROLE NO. 18: TESTING IDEAS

TEACHER

Encourages the examination, comparison, and testing of different ideas rather than depending upon a single authority.

PUPILS

Are skillful in examining and comparing sources of information rather than taking all printed or broadcast material at face value.

ROLE NO. 19: CREATIVE THINKING

PUPILS

Are adept at the skills of creative thinking: inquiring, searching, questioning, abstracting, analyzing, summarizing, outlining, generalizing, and evaluating rather than depending upon copy work.

TEACHER

Adopts the goals of creative thinking and views pupil competence in these as important as any basic skill rather than confining objectives to subject matter and the traditional skills.

ROLE NO. 20: TAKING TIME FOR THINKING

TEACHER

Allows time to think and discover, play with ideas, manipulate, objects, experiment rather than pressing for an immediate response.

PUPILS

Take time to think about questions and play with ideas rather than hint around for the answer or become impatient when the teacher doesn't ask questions with specific answers.

ROLE NO. 21: RESPECT FOR UNUSUAL IDEAS

TEACHER

Is receptive to divergent thinking of pupils and finds a way to reward any contribution rather than ignoring or belittling unusual ideas.

PUPILS

Solicit or mention other pupils' ideas and encourage each other to present and discuss new ideas.

ROLE NO. 22: USING EQUIPMENT THAT STIMULATES THINKING

PUPILS

Have the stimulation of equipment, materials, and other resources that facilitate thinking rather than being required to deal with all topics purely in terms of verbal study.

TEACHER

Obtains in some way the necessary equipment, materials, or other resources to facilitate thinking rather than depending upon single texts that may be furnished by administration.

ROLE NO. 23: ENLARGING THE SCOPE OF STUDY

PUPILS

Take responsibility for self-initiated learning and extending the scope of the topic rather than doing only what the teacher proposes and no more.

TEACHER

Encourages pupils to go beyond the lesson plan, assignment, or topic rather than setting up all topics in advance and rigidly adhering to the plan.

ROLE NO. 24: RESPONDING TO PHYSICAL ARRANGEMENT

PUPILS

Respond to physical arrangement that facilitates interaction among the members of the group, as in face-to-face seating rather than work in isolation as in an audience situation.

TEACHER

Encourages pupils to work in small functional groups by means of physical arrangement of the room rather than requiring pupils always to be seated in mass audience arrangement.

ROLE NO. 25: PATIENT MANNER

TEACHER

Takes time to listen, let things follow a natural course rather than hurry and pressure the group with rigidly directive orders.

PUPILS

Take time to listen to each other and accept one another's differences of temperament and thought process rather than interrupt, press each other and show impatience.

ROLE NO. 26: EVALUATION AS ENCOURAGEMENT

TEACHER

Judges pupil work in terms of positive encouraging, supportive criticism rather than using blame, discouragement, disapproval or admonishment.

PUPILS

Accept constructive criticism willingly rather than ignore criticism or become aggressive when criticized.

ROLE NO. 27: INDIVIDUALIZED EVALUATION

TEACHER

Judges each pupil's contribution in terms of where he is now, how he sees things, and how rapidly he is able to change or improve rather than using a fixed standard that all are expected to attain, or fall by the wayside.

PUPILS

Ask each other to reconsider statements that appear erroneous rather than taking no interest in evaluating each other's contributions.

ROLE NO. 28: SELF EVALUATION

PUPILS

Expect to be consulted about their work rather than be summarily graded on what they do.

TEACHER

Encouraged pupils to make judgments of their own work rather than making judgments about pupil work without involving pupils.

ROLE NO. 29: KNOWING OTHERS AS PERSONS

TEACHER

Knows a great deal about each pupil including habits, interests, hobbies, family background, and other aspects of pupil life outside the classroom rather than caring only for subject matter mastery without regard to pupils as persons.

PUPILS

Know each other well enough to suggest special interest or family competence as additional resource.

ROLE NO. 30: PERMISSIVE MOVEMENT AROUND THE ROOM

PUPILS

Are free to move about the room for routine purposes rather than being bound by teacher permission for every physical action.

TEACHER

Creates an atmosphere wherein students move around the room freely, without disturbing others, to carry out routine tasks rather than being dependent upon rigid rules governing pupil classroom movement.

ROLE NO. 31: ADMITTING MISTAKES

PUPILS

Openly admit own error and recognize mistakes of teacher as natural and human rather than trying to cover up, make fun, lose face, or show guilt.

TEACHER

Manages the class with a climate of intellectual honesty rather than cultivates lack of tolerance for error or tendency to cover up rather than be wrong.

ROLE NO. 32: CONSIDERATION OF PERSONAL HANDICAP

PUPILS

Show consideration and sympathy for handicap, hard luck, or personal problems of others rather than shun, ridicule, or embarrass.

TEACHER

Finds ways to encourage pupils to show consideration for problems of others rather than neglecting the humane role because it takes time away from subject matter.

ROLE NO. 33: RESPECT FOR DIFFERENCES IN OTHERS

PUPILS

Show respect for different opinions of others, differences in politics, race religion, nationality of others within and outside the school rather than make derogatory remarks to each other or about persons belonging to other groups.

TEACHER

Same as Pupil Role.

INDICATORS OF QUALITY

KEY CONCEPTS OF INDIVIDUALIZATION

1. Knowledge of pupils. The teachers know each pupil. This concept is broader than merely knowing an I.Q. or a reading score. It includes knowing the habits, interest, hobbies, family relationships and other aspects of the pupil's life outside the classroom.

2. Physical facilities. A variety of resources is available and in use. This covers every type of resource for in-class or out-of-class use, including programmed materials, audio-visual aids, as well as books, newspapers, magazines and specimen objects.

3. Different tasks. Diffferent pupils work on different tasks, selected at least in part by the pupils themselves. Teachers make a variety of assignments designed to individual requirements for both in-class and out-of-class work.

4. Participation. Learning activities are sufficiently varied that all pupils are seen participating in some learning activity.

5. Communication. Instead of sending out oral messages to "whom it may concern", the teacher communicates individually as may be needed with pupils singly or in small groups.

6. Modification of questioning. The teacher's questions very in type and difficulty for different pupils, and in order to make sure each pupil understands.

7. Complementary teacher-pupil roles. The teacher adopts the role of a resource person and helper; the pupils contribute to the direction or content of the lesson and have the opportunity to lead and initiate change.

8. Time for growth. The time that pupils require to complete a given task or master a given concept or skill must, because of individual differences, vary greatly. The teacher therefore provides for both extra help and enrichment through planning or allowing the use of extra class time.

9. Individual evaluation. Instead of a fixed standard that all are expected to attain, or fall by the wayside, evaluation is judged as change or improvement at individual rates of growth and development.

KEY CONCEPTS OF INTERPERSONAL REGARD

10. Demeanor. The teacher is relaxed, good-natured, cheerful, courteous and if using humor, always inoffensive, rather than yelling, shouting, frowning, insulting or sarcastic. Pupils reflect similar demeanor.

11. Patience. Both teacher and pupils take time to listen to and accept one another, rather than press, hurry, interrupt or give rigidly directive orders.

12. Pupil involvement. Pupils are eager, prompt, willing, show initiative or make voluntary contributions, instead of being apathetic, reluctant or slow to respond.

13. Physical movement is permissive, free, instead of submissive and dominated by the teacher.

14. Respect. There is mutually shared respect among pupils and teacher as evidenced by commending, accepting, helping, rather than rejecting or ignoring.

15. Error behavior. Pupils and teacher both openly and naturally accept and recognize errors of each other, rather than trying to cover up, losing face or showing guilt.

16. Pupil problems. Personal problems or handicaps are accepted with consideration, understanding and sympathy, rather than with ridicule or embarrassment.

17. Atmosphere of agreement. Pupils and teacher respect opinions of others and come to agreements without external coercion; conflict and hostility are not characteristic of problem solving.

18. Teacher-pupil indentification. Teacher meets pupils on their level as one of them and is not withdrawn, aloof or superior.

19. Evaluation as encouragement. Positive, encouraging and supportive criticism, which pupils accept, is used rather than discouragement, disapproval, admonishment, blame or shame, which pupils ignore or reject.

KEY CONCEPTS OF CREATIVITY

20. Time for thinking. Time is allowed to think and discover, play with ideas, manipulate objects, experiment, without pressure to get "the answer" or get it "right".

21. Abundance of materials. Pupils have the stimulation of materials and other resources in great richness and variety.

22. Skills of thinking. A variety of skills used in creative thinking is practiced: inquiring, searching, manipulating, questioning, abstracting, analyzing, summarizing, outlining, generalizing, evaluating and the like.

23. Testing ideas. The examination, comparison and testing of divergent ideas are encouraged, as opposed to referring to authority.

24. Unusual ideas. Unusual ideas are entertained without anxiety or tension, and unusual questions are considered with respect.

25. Question and answer technique. The teacher uses open-ended questions rather than questions with a "right" answer, presents unsolved problems rather than a lecture with "correct" information filled in; pupils test and challenge rather than attempt to key in on the wanted correct answer, and are encouraged to consider questions for which they do not have the answer.

26. Self-initiated activity. Pupils take responsibility for self-initiated learning, extend the limits of the topic, and the teacher encourages and credits pupil efforts to go beyond the lesson plan, assignment or question.

27. Opportunity for speculation. There is much opportunity for guessing, supposing, hypothesizing, forecasting results, with and without evidence, without the fear that wrong answers will be penalized, as opposed to handing out the correct answers in order to save time.

28. Evaluation as motivation. Originality is rewarded with recognition, pupils' ideas are treated as having value, unusual questions and diverse contributions are recognized and praise rewards creative effort, while formal evaluation and marking are delayed.

KEY CONCEPTS OF GROUP ACTIVITY

29. Physical arrangement. Seating facilitates interaction, as in face-to-face rather than audience situations.

30. Teacher purpose: The objectives and purposes of the teacher are to cultivate and facilitate social skills, cooperation, idea exchange and shared problem solving, rather than require pupils to work in isolation.

31. Decision-making. The group shares in decision making, rather than having decisions made by the teacher and the group told what to do.

32. Intercommunication. There is pupil-pupil communication as well as teacher-pupil communication, and pupils are free to seek assistance among their group mates.

33. Conflict resolution. Where conflict among group members occurs, the group itself resolves the conflict rather than requiring policing by the teacher.

34. Cooperation. All pupils are seen cooperating in the group activity.

35. Role distribution. Pupils share the leadership role with the teacher, and are free to disagree with teacher proposals.

36. Group goals. Goals of the group are accepted by all members of the group, instead of factionalism that divides the efforts and purposes of the group.

37. Group personality. Syntality, cohesiveness, or a feeling of internal interdependency characterizes the group personality.

38. Consensus. The rules or mechanisms for arriving at group decisions result in uncoerced consensus rather than the forcing of a leader's opinion or hostility of a minority.

39. Group evaluation. Evaluation of group attainments is a function of the group rather than the prerogative of the teacher.

40. Teacher's group role. The teacher's role is that of a member of the group rather than that of a director or superior who sets all goals and procedures.

EXPECTATIONS PROFILE FOR
DISTRICT 66

SUGGESTED PLAN OF UTILIZATION

This instructional appraisal form covers three areas:

1. Classroom Characteristics
2. Professional Characteristics
3. Personal Characteristics

It has been developed within the framework of the evaluative philosophy and the philosophy of the Board of Education.

This form is to be shared with those who are not familiar with the present philosophy of Westside Community Schools at the beginning of term of employment to familiarize the staff member with these indicators of responsibility and quality.

Before the end of the first semester, each involved staff member shall plan with the appraiser a relevant job target for each applicable area.

These job targets will be used as a part of the individual's final yearly evaluation.

CLASSROOM CHARACTERISTICS

1. Learning Environment
   (Provides a co-operatively developed, student-oriented and attractive learning environment.)

2. Emotional Environment
   (Creates an environment conducive to good mental health through consistent fair handling of classroom problems.)

3. Communication with Students
   (Exhibits compassion and maintains communication with each student.)

4. Discipline
   (Provides for growth in self-discipline.)

5. Respect for Individuality
   (Provides a climate of respect of others and their individuality.)

6. Recognition of Individual Differences
   (Recognizes the range of abilities and needs within the classroom.

7. Differentiated Assignments
   (Provides for differentiated assignments to better foster the intellectual growth and understandings and abilities of students.

8. Teaching Procedures and Aids
   (Adjusts teaching procedures and aids to the skills and abilities of the pupils.)

9. Diagnostic Tools
   (Uses proper diagnostic tools in planning the program to fit the needs of the individuals.)

10. Supplementary Materials
    (Makes effective use of regular and supplementary materials, including books, pamphlets, library collections, and reference materials.)

11. Teaching Aids and Resources
    (Makes appropriate use of teaching aids and resources such as films, listening centers, tapes, field trips, and resource people.)

12. Fundamental Skills
    (Teaches fundamental skills according to the readiness and capabilities of the students involved.)

13. Critical Thinking Skills
    (Encourages students to interpret and analyze materials, rather than rote memorization of facts.)

14. Supportive Personnel Utilization
    (Seeks help of proper personnel in assisting students in solving problems such as; guidance counselors, psychologists, teacher assistants or other appropriate personnel.)

PROFESSIONAL CHARACTERISTICS

1. Enthusiasm
   (Has a sincere interest in teaching.)

2. Professional Attitude
   (Shows interest in professional organization; gives of own time for the good of students and the profession.)

3. Growth
   (Makes a positive contribution to In-Service and professional organizations; is aware of new materials and methods; evaluates own strengths and weaknesses and builds on evaluation.)

4. Openness
   (Is receptive to all practical suggestions; is approachable and sincerely attempts to implement ideas and concepts gained.)

5. Co-Worker Relationships
   (Works well with his fellow teachers; shares ideas and materials; supports majority decisions.)

6. Professional Responsibility
   (Completes required reports and assignments promptly and efficiently. Supports administrative decisions. Protects information that is confidential.)

7. Utilization of time
   (Does not use a disproportionate amount of free time in a non-productive way.)

8. Adaptability and Flexibility
   (Meets unexpected changes with poise and mature judgement.)

9. Availability to Students
   (Works with students before and after school and during unscheduled periods.)

10. Awareness of Community and its people
    (Is aware of the social and economic structure of the community; the cultural opportunities of the community; and civic responsibilities.)

11. Availability to Parents
    (Is available for both scheduled and non-scheduled parent-teacher conferences; takes advantage of the opportunity to talk with parents at Community Club meetings; encourages home-school communications; takes initiative in communicating both good and bad.)

12. Supports the District
    (Becomes aware of and actively supports the educational philosophy of our District; refrains from destructive criticism.)

13. Participation in School Activities
    (Participates in school activities; sponsors group activities for students.)

PERSONAL CHARACTERISTICS

1. Physical Health

   (Has attendance governed by good judgement; shows adequate vitality for the job classification)

2. Emotional Health

   (Has positive view of self and others; is calm and even tempered; shows poise in most situations; demonstrates maturity and positiveness; is open-minded.)

3. Appearance

   (Shows good grooming; is appropriately dressed for assignment)

4. Personality Traits

   (Is friendly, has a sense of humor, is dependable, demonstrates promptness by being punctual in arriving and staying until suggested time before leaving)

TEACHER EVALUATION REPORT

Name _____ Building _____

Assignment _____ Date _____

PURPOSE The primary purpose of this evaluation is for the improvement of instruction.

INSTRUCTIONS This form is intended as a guide for administrators in the District to help in the written evaluations of the teaching staff.

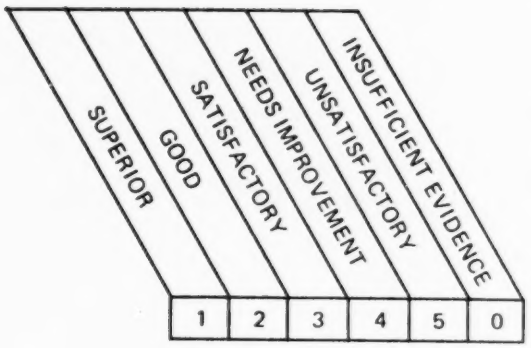
A five point scale is used in this evaluation. A single (✓) mark should be made in the appropriate box.

(1)	Superior	– Consistently exceptional performance which is worthy of special citation.
(2)	Good	– Consistently creditable work.
(3)	Satisfactory	– Meets expectations of the district. Continued growth is anticipated.
(4)	Needs Improvement	– Performance below acceptable district standards. Improvement is expected.
(5)	Unsatisfactory	– Unacceptable performance. Doesn't meet district standards. Improvement is imperative.

Evaluators are required to complete all items marked A, B, C, or D. If the evaluator marks a check for needing improvement or unsatisfactory, he must also check the numbered items which appear under the lettered item.

Conferences between the teacher and the evaluator are recommended and should be held as soon as possible after the evaluation is made. All reports must be signed by both the evaluator and the staff member who is being evaluated.

PD-27



I. TEACHING CHARACTERISTICS

A. Ability in Planning and Organizing

1. Consistently plans work and prepares units of study.
2. Utilizes classroom procedures and activities which take into account the varying skills and abilities of each pupil.
3. Identifies goals and evaluates group progress toward the goals set, making teaching adjustments where needed in the over-all program.
4. Budgets time to provide a balanced, flexible program.

B. Skill in Instructional Methods

1. Explains lessons and assignments clearly and answers questions which help to clarify them.
2. Uses techniques which help the pupil develop the ability to think critically, analyze objectively, and generalize effectively.
3. Uses techniques which motivate pupils of varying abilities.
4. Develops meaningful pupil involvement, class participation, and group discussions.
5. Pupils exhibit creativity and originality. They are resourceful and responsive and show evidence of optimism and encouragement.

C. Use of Teaching Materials

1. Makes effective use of regular and supplementary materials, including books, pamphlets, library collections, and reference materials to meet classroom needs.
2. Makes appropriate use of teaching aids and resources, such as films of all kinds, opaque projectors, transcriptions, tapes, field trips, and community resource people.

D. Provision for Individual Differences

1. Determines the range of ability which exists within the classroom.
2. Makes use of flexible grouping to meet the interests, abilities, and needs of the individual pupils.
3. Provides for differentiated assignments to better foster the intellectual growth and understanding and develop the abilities of individual pupils.
4. Adjusts teaching procedures and aids to the skills and abilities of the pupils.
5. Uses results of standardized tests in planning the program to fit the needs of individuals.
6. Makes use of the services of the psychologist, the social worker, the counselors, or others in understanding more adequately the needs of individuals.
7. Exhibits compassion and understanding for each pupil.

1	2	3	4	5	0

II. PROFESSIONAL CHARACTERISTICS

A. Professional Preparation and Growth

1. Has the necessary background and subject preparation for the area or grade level taught.
2. Is familiar with current trends in education and is willing to try new methods.
3. Continues in-service and other professional training in keeping with his professional growth program.
4. Utilizes the services of other classroom teachers, consultants, division chairmen, and other professional personnel.
5. Exhibits enthusiastic approach toward teaching.

B. Recognition and Acceptance of Responsibilities

1. Recognizes that the primary responsibility of the profession is the education and training of the pupils.
2. Demonstrates a willingness to accept a reasonable amount of responsibility for activities and committee work included in the total school program.
3. Shows responsibility for the equipment and materials assigned to him.
4. Deals with necessary reports and announcements promptly and efficiently.
5. Is punctual and has a good attendance record.
6. Meets civic responsibilities.

C. Professional Ethics

1. Supports the community educational program.
2. Assumes responsibility for his own actions and words.
3. Respects personal relationships and confidences of others.
4. Participates in professional activities.

D. Relationship with Parents

1. Recognizes responsibility to inform parents of each child's progress in school.
2. Conducts parent conferences with proper preparation and understanding.
3. Recognizes responsibility to meet with parents.
4. Makes parents feel welcome at school when they seek understanding of the school program and its relationship to their children.

III. PERSONAL CHARACTERISTICS

A. Effective use of English

1. Appropriate standard usage.
2. Teacher's vocabulary at level commensurate of students.
3. Challenges students to improve vocabulary by injecting new words in classroom discussion.
4. Speaks clearly and audibly to all students.

	1	2	3	4	5	0
B. Personality						
1. Is mentally alert.						
2. Is poised and confident.						
3. Has sense of humor (and shares humorous situations with pupils).						
4. Maintains good order without compulsion.						
5. Exercises self-control and remains calm in difficult situations.						
6. Fair and impartial treatment of pupils.						
7. Evidence of respect by pupils for teacher shown by courteous attention and interested response.						
8. Ability to listen and share common concerns of pupils.						
C. Appropriate Appearance						
1. Is well groomed.						
2. Exhibits good taste and neatness in dress which should be in keeping with the standards of the day.						

IV. OVER-ALL APPRAISAL (This should reflect all information in this report – circle one) 1 2 3 4 5

V. COMMENTS AND RECOMMENDATIONS

_____

_____

_____

_____

_____

_____ _____

Appraiser's Signature Date

Reviewed by: _____ _____

Teacher's Signature Date

Signature does not signify agreement or disagreement with this evaluation.

PHILOSOPHY OF EDUCATION FOR SCHOOL DISTRICT 66

"That education is the bulwark of freedom and that our universal system of free public education is the greatest constructive force in our possession for the preservation and advancement of the American capitalistic and democratic way of life. To that end, we hold that each child should be accepted into our educational program, as he is, with equal opportunity to learn and develop to his fullest capacity.

That a curriculum should be designed to stimulate the mind, promote the skills and enhance the highest precepts of moral and ethical standards in our children for the maximum development of the whole person, within the framework of our democratic society.

That we must provide the most competent and professional staff available to inculcate these precepts in our children, and give them, in this framework, the finest facilities and equipment we can possibly provide."

Objectives for the implementation of the philosophy of School District 66:

1. Develop an awareness of and an appreciation for the individual.
2. Develop moral, ethical and spiritual values.
3. Develop zeal for continuous learning and self-improvement.
4. Develop the basic communication and computational skills to maximum of his or her potential.
5. Develop the competence of an individual to identify, define and solve problems.
6. Develop a familiarity with the aggregations of accumulated ordered information.
7. Develop the ability and capacity for inquiry.
8. Develop the ability to communicate and relate ideas.
9. Develop an appreciation of and respect for our form of government as an informed citizen of a free, self-governing people.
10. Develop skills for effective participation in the democratic processes.
11. Develop economic competence as a citizen and an understanding of and an appreciation for our capitalistic, free enterprise system.
12. Develop an appreciation for his role in the family.
13. Develop a positive attitude toward physical, mental and emotional health.
14. Develop knowledge and understanding of his natural environment.
15. Develop appreciation of the arts and all cultural heritages.
16. Develop self-expression and special talents.
17. Develop saleable skills and vocational competence.
18. Develop wise use of leisure time towards cultivated enjoyments.